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ABSTRACT

This bibliography includes journal articles, short publications, and books related to issues of youth and employment in rural areas and small towns. Each of the 80 entries includes title, author, periodical, publication date, publisher, National Agricultural Library call number or ERIC document number, and a brief annotation. Brief directories describe private foundation and federal sources of funding for youth programs and list associations concerned with youth employment. Electronic mail access for interlibrary loan requests from the National Agricultural Library is explained. (LP)

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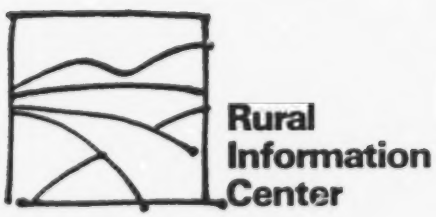
RICPS, No. 30

Rural Youth Employment

Compiled by Scott J. McKearney
Rural Information Center

Rural Information Center Publication Series, No. 30
Revised Edition



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INTRODUCTION

This bibliography includes journal articles, short publications, and books. It also includes associations of interest and sections which describe private foundation and federal sources of funding that are available for youth programs.

This is not an exhaustive search of the available literature. Items in this bibliography were selected for their highly representative qualities and because they contain references and bibliographic citations to more specific literature. Youth employment items, especially those addressing rural and small town social conditions, were selected for this bibliography.

If the item is available from the National Agricultural Library the NAL Call No. is provided. If the item is not available from NAL but is available from the Educational Resources Information Center Clearinghouse (ERIC), the ERIC document number is listed (e.g., ERIC Doc. No.: ED300341). ERIC may be contacted at: ERIC/CRESS (Clearinghouse on Rural Education and Small Schools) Appalachia Educational Laboratory, P.O. Box 1348, Charleston, West Virginia 25325. (800) 624-9120.

ARTICLES

1

Adolescents' Self-Perceptions of Their Strengths. S. Williams and R. McGee. *Journal of Youth and Adolescence*. Vol. 20 (3), June 1991, pp. 325-357. NAL Call No.: HQ796.J69.

A sample of 906 Adolescents drawn from the general population was asked to complete a 22-item scale relating to their self-perceived strengths. Boys saw themselves as good at sports, confident, having lots of hobbies, and attractive. Girls saw themselves as reliable, kind, independent, and affectionate. Strengths were correlated with career objectives and with parental achievement.

2

Adolescent Socialization into the Workplace: A Synthesis and Critique of Current Literature. Anita L. Vangelisti. *Youth and Society*. Vol. 19 (4), June 1988. pp. 460-484. NAL Call No.: HQ793.Y6.

Reviews research in the following areas of adolescent anticipatory socialization to the workplace: (1) family; (2) peers; (3) educational institutions; (4) mass media; (5) part-time jobs. Research from each area demonstrates some influence on adolescents' occupational expectations.

3

The Adolescent-to-Adult Transition: Discouragement Among Jobless Black Youth. P.J. Bowman. *New Directions for Child Development*. Vol. 46, Winter 1990, pp. 87-105. NAL Call No.: BF721.N49.

Examines the experiences of black young adults in the labor market. Discusses the lack of opportunities for them to participate in part-time work which might lead to a substantive job after graduation. Accounts for the lack of school-to-work linkages for this sector of the population. Calls for shifts in public policy to deal with chronic joblessness for black youth and its relationship to keeping black adults allocated to the fringe and margins of regional labor markets.

4

Adolescents and Conceptions of Social Relations in the Workplace. Janice Haaken and Joyce Korschgen. *Adolescence*. Vol. 23 (89), Spring 1988, pp. 1-14. NAL Call No.: HQ793.A44.

Examines social class and adolescent social relations in the workplace. Indicates that middle-class adolescent females, part-time McDonald's employees, seek positive, affective ties with managers and view managers as allies, whereas working-class respondents tended to be critical of or maintain emotional distance from managers. No significant differences were found in relations with co-workers.

5

Barriers to Full Employment of Rural Youth. J. M. Ziegler. *Children and Youth Services Review*. Vol. 2 (1-2), 1980, pp. 63-80.

6

Early Work Experience Among White and Non-White Youths: Implications for Subsequent Enrollment and Employment. Lauri Steel. *Youth and Society*. Vol. 22 (4) June 1991, pp. 419-447. NAL Call No.: HV471.Y68.

Examines the relationship between early work experience and post-high school educational enrollment. Early employment was correlated with higher enrollments, but only when work was moderate. For males and blacks, working longer hours was associated with full-time entry into the labor force rather than college attendance. Uses data from the National Longitudinal Study of Youth.

7

Education: Transition from Schooling to Employment. C.J. Dodd, R.J. McNiff, W.H. Kohlberg, W.T. Archey, L. Thompson-Black. *The American Family*. Vol. 15 (3), March/April 1992, pp. 5-7, 9-25, 27-34. NAL Call No.: HQ1.A53.

Examines the relationship between secondary schools and employers in a local labor market. Suggests policy and procedure which enhances the relationship and discusses the importance of cooperative agreements.

8

Educational and Occupational Aspirations of Rural High School Students. Robert Apostal and Janet Bilden. *Journal of Career Development*. Vol. 18 (2), Winter 1991, pp. 153-160.

Analyzes a survey in which no difference in educational aspirations was found when comparing rural high school males and females.

9

Employment of Adolescents While in High School: Employment Intensity, Interference with Schoolwork, and Normative Approval. P.W. Wirtz, C.A. Rohrbeck, I. Charner, and B.S. Fraser. *Journal of Adolescent Research*. Vol. 3 (1), Spring 1988, pp. 97-105. NAL Call No.: HQ793.J68.

Focuses on how part-time employment affects the quality of academic performance and how employment influences social participation. Takes educational attainment as its level of observation and predicts that un-monitored participation in the part-time labor force can have negative consequences for career development.

10

Excellence and the Transition from School to Work. Stephen F. Hamilton. *Phi Delta Kappan*. Vol. 68 (4), November 1986, pp. 239-242. NAL Call No.: LJ121.P4P4.

Tackles the floundering period between high school graduation for non-college bound students and first career-entry job. Blames age, an unfavorable labor market, and disjunction between the labor market and the school system for poor labor market integration.

11

Extra-School Factors in Achievement Attainment, and Aspirations Among Junior and Senior High School Age African American Youth. Sylvia T. Johnson. *Journal of Negro Education*. Vol. 61 (1), Winter 1992, pp. 99-119.

12

Factors Associated with the Employment Status of Handicapped Youth Exiting High School from 1979 to 1983. Susan Brody Hasazi and others. *Exceptional Children*. Vol. 51 (6), April 1985, pp. 455-469.

Results of interviews with 301 youth indicate that over half the sample hold jobs. Most of these positions were located through the self-family-friend network.

13

Failed Expectations: Working Class Girls' Transition From School to Work. S.F. Hamilton and J.L. Powers. *Youth and Society*. Vol. 22 (2) December 1990, pp. 241-262. NAL Call No.: HQ793.Y6.

Examines the expectations and aspirations of high school aged females in rural areas. Particularly focuses on the constraints experienced by working class youth. Discusses the challenges of social adjustment in post-secondary education and in the work force. Calls for expansion of youth development and school-to-work linkages.

14

The Family and the Unemployed Adolescent. W. Patton and P. Noller. *Journal of Adolescence*. Vol. 14 (4) December 1991, pp. 343-361. NAL Call No.: RJ499.A1J57.

Explores the relationship between adolescent unemployment and family functioning. Adolescents and their parents completed the Family Adaptability and Evaluation Scales both when the adolescents were in the final year of compulsory schooling and at yearly intervals for two years. Unemployed adolescents and their parents saw the family as less cohesive at all three times of the study.

15

Family Versus Non-family Significant Others for the Career Decisions of Low-Income Youth. Gary W. Peterson, Mary Elizabeth Stivers, and David F. Peters. *Family Relations*. Vol. 35 (3), 1986, pp. 435-446. NAL Call No.: HQ1.F36.

Focuses on how employment and career decisions of lower-income youth are influenced by those in their immediate environment. Particular emphasis is placed on the joint influences of family and non-family significant others. Suggests that individuals outside of the family system can sometimes have a larger impact on youth than immediate relatives, especially when they provide a preferred role model.

16

Farm and Rural Non-Farm Youth in the Labor Force: Some Observations. Forrest A. Deseran. In *Research in Rural Sociology of Development*. Forrest A. Deseran. Greenwich, Conn.: JAI Press. 1984, pp. 105-133. NAL Call No.: HT401.R47.

Focuses on rural youth in the United States and takes account of their employment patterns, from a demographic perspective. Emphasizes the relationship between youth to work transition and the family environment.

17

High School Student Employment in Social Contest: Adolescents' Perceptions of the Role of Part-Time Work. David L. Green. *Adolescence*. Vol. 25 (98), Summer 1990, pp. 425-434. NAL Call No.: HQ793.A44.

Asks 35 middle-class high school seniors to relate their jobs, or decisions not to work, to social context of employment. Findings suggest that the negative stereotype of high school student-worker is not justified. Part-time work appeared to uphold variety of interpretations of work ethic within framework of normative middle-class values.

18

How Minorities Continue to be Excluded From Equal Employment Opportunities: Research on Labor Market and Institutional Barriers. J.H. Braddock II, J.M. McPartland. *Journal of Social Issues*. Vol. 43 (1), pp. 5-39. NAL Call No.: HM1.A3J65.

Examines barriers to equal occupational opportunities for minorities. Looks at three stages of the employment process: the job candidate stage, the job entry stage, and the job promotion stage. Four types of exclusionary barriers are investigated: segregated networks, information bias, statistical discrimination, and closed internal markets.

19

Improving Literacy and Employability Among Disadvantaged Youth: The Job Corps Model. R.R. Johnson and M.Troppe. *Youth and Society*. Vol. 23 (3), March 1992, pp. 335-355. NAL Call No.: HQ793.Y6.

Examines the factors which influence the employability of disadvantaged youth. Particular focus on factors affecting literacy, skill acquisition and enhancement, vocational training, and access to the job market. Addresses policy implications and program options.

20

Improving the Status of Black Youth: Some Lessons From Recent National Experiments. R.L. Taylor. *Youth and Society*. Vol. 22 (1), September 1990, pp. 85-107. NAL Call No.: HQ793.Y6.

The 1960s and 1970s saw the creation of a host of federal initiatives designed to combat the problems of poverty, family breakdown, dependency, and delinquency among the nation's growing underclass. This article scrutinizes the outcome of these programs for the lessons they can provide about the design, development, and implementation of effective remediation and training interventions for disadvantaged youth.

21

Job Loss vs. Failure to Find Work as Psychological Stressors in the Young Unemployed. A.H. Winefield and M. Tiggemann. *Journal of Occupational Psychology*. Vol. 62 (1), 1989, pp. 79-86.

Focuses on the negative outcomes of failure within and failure to enter the job market for school aged and post-graduate youth. Attempts to characterize the psychological and emotional costs of failed attempts at entry into and stability within the work force. Takes an "economics of the family and occupational psychology" approach to the subject matter.

22

The Job Search Behavior of Employed Youth. D. O. Parsons. *The Review of Economics and Statistics*. Vol. 73 (4), pp. 597-604.

Examines the patterns of job search of young workers. Assesses the extent of employment opportunities in the labor market. Models job search behavior.

23

Jumping Off the Work Experience Bandwagon. Laurence D. Steinberg. *Journal of Youth and Adolescence*. Vol. 11 (3), June 1982, pp. 183-205. NAL Call No.: HQ796.J69.

This paper summarizes and reviews the literature on the impact of work experience through career education programs, youth employment and training programs, and part-time work during the adolescent years. Findings indicate that the benefits of working to education, socialization, and subsequent employment have been overestimated.

24

Life Satisfaction Among Young Adults from Rural Families. Stephen M. Wilson and Gary W. Peterson. *Family Relations*. Vol. 37 (1), January 1988, pp. 84-91. NAL Call No.: HQ1.F36.

An empirical study on the state of life satisfaction and aspirations among rural youth in the United States. Study presents predictor variables which partially explain the presence or absence of life satisfaction in numerous dimensions. Focuses on low income groups, rural populations, and young adults.

25

A Longitudinal Study of School Leavers' Employment Experiences, Time Structuring & Self-Attributions, As A Function of Local Opportunity Structure. T.M. Honess. *British Journal of Psychology*. Vol. 80 (1), 1989, pp. 45-77.

Focuses on the way in which school drop-outs are absorbed into the local labor force as a function of local labor market characteristics. Discusses options and strategies; uses Great Britain and Wales as its geographic location for population research.

26

Maine's Aspirations Movement: Reaching Out to Youth. William Preble and others. *Research in Rural Education*. Vol. 6 (2). 1989, pp. 51-59. NAL Call No.: LC5146.R47.

Discusses Maine's approach to cooperative education on the collegiate, secondary education, and vocational education levels. Examines the relationship that currently exists between industry and schools. Focuses on academic and occupational aspirations and student attitudes.

27

Major Career Transitions of Youth: The Status Passage from School to Work in Neighborhood Context. Sybille Hubner-Funk. *Journal of Adolescent Research*. Vol. 2 (2), 1987, pp. 143-160. NAL Call No.: HQ793.J68.

Examines the factors which affect the transition from school to work for rural youth. Particular emphasis is placed on the social psychological process of status change during this transition from an adolescent to a young adult social role-in local community context.

28

Migration Selectivity and Early Adult Attainments. Thomas A. Lyson. *Rural Sociology*. Vol. 51 (3), Fall 1986, pp. 328-342. NAL Call No.: 281.28 R88.

Examines career choices of rural youth and how these are affected by economic status, educational background, and gender. Also focuses on the factors which accentuate migration to urban labor markets.

29

The Next Literacy: Educating Young Americans for Work and Citizenship. D. Fleming. *Future Choices*. Vol. 1, Summer 1991, pp. 45-54. NAL Call No.: HQ796.F8.

The U.S. work force is changing as more employment opportunities are opening up in the complex services. With this change is an increasing number of workers with low skills, who compete for low paying jobs. Education and training of our youth is the only way we can prepare young adults to compete in the global marketplace. The author discusses language workshops, are structured around pragmatic real-world, discursive situations, and engage students with each other in productive, collaborative work.

30

Parental Attitudes Toward Youth Work. Sarah Phillips and Kent L. Sandstrom. *Youth and Society*. Vol. 22 (2), December 1990, pp. 160-183. NAL Call No.: HQ793.Y6

Examines the attitudes of a sample of parents of ninth grade students in a large midwestern city. Finds that parents strongly approve of youth work in general, and their children's jobs in particular. More advantaged parents would prefer that their children obtain paid jobs at an earlier age.

31

Parenting Employed Teenagers. W. D. Manning. *Youth and Society*. Vol. 22 (2), December 1990, pp. 184-200. NAL Call No.: HQ793.Y6.

Discusses the role of parents and other family members in monitoring, supporting, and mediating the working life of employed teenagers who are also students. Takes a family and home economics perspective and examines correlates of household income, academic achievement, family structure and child development.

32

Part-Time Work and Deviance Among High-School Seniors. Julian Tanner and Harvey Krahn. *Canadian Journal of Sociology*. Vol. 16 (3), Summer 1991, pp. 281-302.

33

Post-High School Prospects and District-Level Dropout Rates. R. Bickel and G. Papagiannis. *Youth and Society*. Vol. 20 (2), December 1988, pp. 123-147. NAL Call No.: HQ793.Y6.

Looks at the post-school labor market experiences of high school dropouts. Points out how they might be serviced. Gives particular attention to the experience of young black Americans.

34

Psychological Concomitants of Satisfactory Employment & Unemployment in Young People. A.H. Winefield, M. Teggemann, and R.D. Goldney. *Social Psychiatry and Psychiatric Epidemiology*. Vol. 23 (3), 1988, pp. 149-157.

35

Racial Differentials in Teenage Unemployment: A Note on Trends. David M. O'Neill. *Journal of Human Resources*. Vol. 18 (2), 1983, pp. 295-306. NAL Call No.: HD5701.J68.

Presents a demographic analysis of how labor force participation is experienced by rural youth. Particular emphasis is on the way in which minority status mediates against upward mobility and job stability.

36

The Rural Economy and Rural Youth. Norman J. Reid. *Research in Rural Education*. Vol. 6 (2), 1989, pp. 17-23. NAL Call No.: LC5146.R47.

Discusses the importance of combining educational objectives with economic development and community development plans. Stresses the importance of the role of education in rural development. Examines rural-urban differences in terms of economic development and the quality of education.

37

Rural Vocational Education for a Technological Future. Stuart A. Rosenfeld. *Journal of State Government*. Vol. 61 (1), 1988, pp. 16-21.

38

School Activities and Work: Effects on Adolescent Self-Esteem. Jean A. Steitz and Tulita P. Owen. *Adolescence*. Vol. 27 (105), 1992, pp. 37-50. NAL Call No.: HQ793.A44.

39

Self and Identity in Late Adolescence: A Theoretical and Empirical Integration. D.L. Bluestein and D.E. Palladino. *Journal of Adolescent Research*. Vol. 6 (4), October 1991, pp. 437-453. NAL Call No.: HQ793.J68.

Examines the correlates of identity development and the role they play in transition to adulthood. Looks at the factors in psychosocial development which affect educational attainment and career choice.

40

Self-Esteem, Achievement, and Career Choices of Rural Students. Jean Wilson and Daniel Fasko. *Journal of Humanistic Education and Development*. Vol. 30 (3), March 1992, pp. 131-138.

Investigates self-esteem, achievement, and career choices of rural high school students. Self esteem of rural students was slightly lower than a random group. Students tended to choose traditional and locally available occupations.

41

Some Alternative Definitions of Youth Unemployment: A Means for Improved Understanding & Policy Formulation. Larry D. Singell and Jane H. Liddydahl. *American Journal of Economics and Sociology*. Vol. 48 (4), 1989, pp. 457-471. NAL Call No.: 280.8 AM393.

Examines the current conditions and trends of part-time employment for American youth. Discusses employment from the context of family life. Proposes social policy and legislation directed at youth employment. Evaluates present public policy in the United States.

42

Stress and Coping of Adults and Young Adults in Economically Uncertain Rural Areas. D.Z. Price. In *Socioeconomic Stress in Rural Families*. Dorothy Z. Price and Mari Wilhelm, editors. New York, NY: Human Sciences Press, 1988, pp. 123-144. NAL Call No.: HQ536.S6.

Examines the stressors and uncertainties which bear on rural families and youth as the struggle to maintain viable employment in depressed rural areas. Examines the demographic characteristics of rural population, socioeconomic status, public services, family life, age differences, household income, and rural education. Takes a sociological perspective and makes inferences about future directions in rural economic development.

43

Training System Issues in the Year 2000. Irwin L. Goldstein and Patrice Gilliam. *American Psychologist*. Vol. 45. (2), February 1990, pp. 134-143.

Discusses the importance of concrete job training in delivering industrial training in a labor market. Points out that those charged with developing educational and training policies must be informed of the specific needs of a given labor market in order to develop successful objectives. Also discusses management development, industrial training objectives, the needs of the service sector and the characteristics of unskilled labor.

44

Unmentionable Futures: Postschool Planning for Low-Income Teenagers. Ellen Brantlinger. *School Counselor*. Vol. 39 (4), March 1992, pp. 281-291.

45

Vocational Preparation and Employability Development. J. North, M. Mallabar, and R. Desrochers. *Child Welfare*. Vol. 67 (6), November/December 1988. pp. 573-586. NAL Call No.: HV701.C48.

Examines the factors involved in developing vocational skills, particularly for children currently receiving social services. Discusses integrated systems, school-work partnerships, legislation, and networking. Evaluates current legislation and present service delivery systems.

46

We've Come A Long Way, Maybe: College Students' Plans for Work and Family. Joan Z. Spade and Carole A. Reese. *Sex Roles: A Journal of Research*. Vol. 24 (5/6), 1991 pp. 309-321.

A research article which examines the trends in female participation in secondary education and the professional labor force. Discusses the impact on employment which results from gender role stereo-typing and the sex-typing of jobs.

47

The Work Commitment of Adolescents: Progressive Attachment to the Work Force. Katrina A. Meyer. *Career Development Quarterly*. Vol. 36 (2), December 1987, pp. 140-147.

A questionnaire administered to 4,317 high school students assesses the impact on adolescents of recessionary economic conditions. The results indicate that 1,897 students hold part-time jobs. Older students work more hours than young students, and adolescents with high grade point averages worked the least.

48

Work Values of Youth: Effects of Sex or Sex Role Typing. M. Erez, O. Borochov, and B. Mannheim. *Journal of Vocational Behavior*. Vol. 34 (3), June 1989, pp. 350-366. NAL Call No.: HF5381.A1J68.

Examines the effect of sex role typing on the relationship between sex and work values. The authors hypothesize that 1) preferred work values are related to sex and sex role stereotypes; 2) sex role typing further increases the relationship in the first hypothesis; 3) that subjective norms will also have an effect on preference for work values. The sample was 494 eleventh grade students from four high schools. The students completed a questionnaire which contained questions on work values, sex roles, and social desirability. The data showed that females preferred social and intrinsic values more than did males. Sex role typing influenced the preference for group orientation, altruism, and industrial democracy.

49

Young People's Explanations of Unemployment. G.S. Lowe, H. Krahn, and J. Tanner. *Youth and Society*. Vol. 19 (3), March 1988, pp. 227-249. NAL Call No.: HQ793.Y6.

Examines the attitudes of young adults toward labor market variability. Focuses on attitudes toward unemployment causes, consequences, and reemployment. Defines links between subjective and objective factors associated with employment stability.

50

Youth Employment: Its Relationship to Academic and Family Variables. William J. Schill and others. *Journal of Vocational Behavior*. Vol. 26 (2), April 1985, pp. 155-163. NAL Call No.: HF5381.A1J68.

Presents survey data from 4,587 high school students, which indicates that employed students are more likely than unemployed students to have higher grade point averages. These students are also from higher socioeconomic status families and are likely to have a parent with a high prestige occupation.

51

Youth Employment: Rural Problem Also. Jolene K. Berg and Judith Garrard. *Rural Development Perspectives*. October 1980, pp. 14-17. NAL Call No.: aHN90.C6R78.

Identifies problems concerning the youth labor force, and points out that across most age and school status groups rural youth are less likely to be employed than urban youth.

BOOKS

1
Adolescence: Third Edition. Eastwood Atwater. Englewood Cliffs, NJ: Prentice Hall. 1992, 447 p.

2
Beyond High School: The Transition to Work. Carol Gordon Carlson. Princeton, NJ: Educational Testing Service, 1990, 23 p. ERIC Doc. No.: ED325716.

This is a literature review which discusses the problem of inadequate assistance for work-bound youth. The employment outlook for the typical work-bound high school graduate is gloomy due to a shrinking labor force and poorly prepared workers. Focuses on the Job Training Partnership Act, Worklink, Jobs for America's Graduates, and Educational Testing Service research on workplace literacy training.

3
The Black Youth Employment Crisis. Richard B. Freeman and Harry J. Holzer, eds. Chicago, IL: University of Chicago Press, 1986, 432 p.

4
Career Decision Making for Adolescents and Young Adults With Learning Disabilities: Theory, Research, and Practice. Ernest F. Biller. Springfield, IL: Thomas Publishers, 1987, 208 p. NAL Call No.: HV1568.5.B5.

Addresses the actual process of qualitative career decision making for adolescents and young adults with learning disabilities. Includes both theory, research, and examples from existing social efforts.

5
Children, Families & Cities: Programs That Work at the Local Level. John E. Kyle, ed. Washington, DC: National League of Cities, 1987, 201 p. NAL Call No.: HV741.C35.

Discusses and evaluates social programs which focuses on youth and families in local communities. Particular emphasis is placed on presenting those programs which have been the most successful. Provides information about programs which address youth in the labor market, among others.

6
Declining Wages of Young Workers in Rural America. William P. O'Hare and Anne Pauti. Washington, DC: Population Reference Bureau, 1990, 27 p. ERIC Doc. No.: ED326353

In the 1980s, the falling incomes and climbing poverty rates characterizing young workers in rural America were closely linked to rapidly changing national and international economic systems. Findings of a recent Senate Budget Committee study indicate that between 1979 and 1987, the share of young workers (ages 16-34) with low-wage jobs increased nationally by 4.7%. The rise of poverty for young rural families along with the shifting economic fortunes of male and female workers in rural America are likely to have ramifications for marriage and family. This report contains numerous statistical tables and references.

7
The First Real Job: A Study of Young Workers. Kathryn M. Borman. Albany, NY: State University of New York Press. 1991, 153 p.

8
From School to Work. Policy Information Report. Paul E. Barton. Princeton, NJ: Educational Testing Service. Policy Information Center, 1990, 34 p. ERIC Doc. No.: ED32094.

Information is provided concerning efforts to improve institutional arrangements for the transition from school to work of high school graduates. Half of all high school graduates move into the work-force, but the attention given this group is almost always in terms of whether they are academically and vocationally equipped before they leave school. The actual transition from school to work is largely left to chance. The nation must deal with non-college-bound students without resorting to a second class educational track that closes off opportunities.

9

Getting Started: The Youth Labor Market. Paul Osterman. Cambridge, MA: MIT Press, 1980, 197 p. NAL Call No.: HD6273.087.

Examines the period of transition from school and living at home, to work and living on one's own. Focuses on the particular challenges which affect entry into the labor force both individual and structural ones.

10

Growing up in a Classless Society?: School to Work Transitions. Andrew Furlong. Edinburgh, Scotland: Edinburgh University Press, 1992, 193 p.

11

How Children and Adolescents View the World of Work. John H. Lewko. San Francisco, CA: Jossey-Bass, 1987, 96 p. NAL Call No.: BF721.N49 no.35.

Examines the development and transition of attitudes about work and careers which are held by children and adolescents. Takes a developmental perspective. Explores various vocational interests and the development of work attitudes.

12

Investing in People: A Strategy to Address America's Workforce Crisis. Department of Labor. Washington, DC: Commission on Workforce Quality and Labor Market Efficiency, 1989, 2 Vol. (2,379 p.). ERIC Doc. No.: ED317664.

The 49 papers in these two volumes were prepared to assist the Commission on Workforce Quality and Labor market Efficiency in making recommendations for improving the U.S. work force. The papers summarize existing research and make recommendations.

13

Job Accessibility and the Employment and School Enrollment of Teenagers. Keith R. Ihlanfeldt. Kalamazoo, MI: W.E. Upjohn Institute, 1992, 200 p.

14

Life Beyond the Classroom: Transition Strategies for Young People with Disabilities. Paul Wehman, ed . Baltimore, MD: Brookes Publishing Company, 1992, 459 p.

15

Making Their Way: Education, Training, and the Labor Market in Canada and Britain. David Ashton and Graham Lowe, eds. Milton Keynes, Great Britain: Open University Press, 1991, 219 p.

16

NLS Annotated Bibliography 1968-1989. The National Longitudinal Survey of Labor Market Experience. Bureau of Labor Statistics. Columbus, OH: Ohio State University, Center for Human Resource Research, 1989, 519 p. ERIC Doc. No.: ED321109.

An annotated bibliography focused on the relationship between education and labor market experience. Contains a comprehensive set of citations of the literature that addresses research, survey techniques, employment statistics, and youth employment.

17

On Their Own: The Needs of Youth in Transition: Final Report. Linda Wood. Elizabeth, NJ: Association for Advancement of the Mentally Handicapped, 1987, 91 p. NAL Call No.: HV888.5.W6.

Describes the results of a study addressing the needs of young adults in transition. The group under observation consists primarily of youth with emotional, behavioral, or physical problems which impair their transition into adulthood.

18

Overcoming Risk: An Annotated Bibliography of Publications Developed by ERIC Clearinghouses. Wendy Schwartz and Craig Howley editors. Charleston, WV: Appalachia Educational Laboratory, 1991, 94 p.

Comprehesive bibliography and resource summary of literature focused on rural youth at risk. Contains many citations of academic papers and conference papers on related subjects. Includes numerous citations focused on rural youth employment.

19

A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development. Rev. ed. Thomas J. Smith, and others. Philadelphia, PA: Public/Private Ventures, 1988, 50, 94 p. ERIC Doc. No.: ED300478.

Focuses on strategies for social service programming and provides practical information about youth programs. Particular emphasis is given to presenting alternative service delivery modes for youth employment programs.

20

Reclaiming Youth at Risk: Our Hope for the Future. Larry K. Brendtro, Martin Brokenleg and, Steve Van-Bockern. Bloomington, IN: National Educational Service, 1990, 100 p. NAL Call No.:HV1431.B73.

Examines the alienation of children in the ecology of modern society, and presents a holistic Native American philosophy of child development. Highlights principles and strategies for creating positive environments which can meet the needs of both the young person and the community.

21

The Search for Structure: A Report on American Youth Today. Francis A. J. Ianni. New York, NY: Free Press, 1989, 336 p.

22

Transitions From School to Work: Linking Education and Worksite Training. United States, General Accounting Office. Washington, DC: General Accounting Office. 1991, 56 p.

About half of U.S. youth do not go on to college, and they receive little assistance in making the transition from school to work. Many flounder in the labor market upon leaving school, jobless, or obtaining jobs with few opportunities for advancement. This study documents and analyzes the problem. It then lays out working strategies for the future, with a special emphasis on school-to-work linkage programs and cooperative education.

23

When Teenagers Work: The Psychological and Social Costs of Adolescent Employment. Ellen Greenberger and Laurence D. Steinberg. New York, NY: Basic Books, 1986, 275 p. NAL Call No.: HD6273.G7

Focuses on part-time employment among youth in the United States. Principal emphasis is on psychological, emotional, and general adjustment factors.

24

Transition From School to Work: Linking Education and Worksite Training. United States, General Accounting Office. Washington, DC: General Accounting Office, 1991, 56 p.

25

Trying Work: Gender, Youth, and Work Experience. Anne Stafford. New York, NY: Columbia University Press. 1991, 118 p.

26

Workers Kaleidoscope: 2001. Washington, DC: American Federation of Labor and Congress of Industrial Organizations, 1989, 180 p. ERIC Doc. No.: ED319963.

This manual was prepared to provide union leaders, organizers, and local officials with information about the experiences of Asian-American, Black, Hispanic-American, female, and part-time workers. All of the sections, except the one on part-time workers, include appendices listing a variety of resources such as research centers, films, publications, and organizations.

27

Working With Teen Parents: A Survey of Promising Approaches. Phyllis Smith Nickel and Holly Delany. Chicago, IL: Family Resources Coalition, 1985, 139 p. NAL Call No.: HQ759.64.N4.

Examines the life experience of adolescents as parents. Discusses the implications of early parenthood for work and career development. Also focuses on present and suggested social service delivery systems.

28

Young, Black, and Male in America: An Endangered Species. Edited by Jewelle Taylor Gibbs and others. Dover, MA: Auburn House Publishers. 1988, 377 p. NAL Call No.: E185.86.Y6.

A detailed study report on the social and economic conditions of black youth in the United States. Particular focus is on the experience of black adolescent males. Discusses the social and economic factors which act to constrain them from legitimate participation in the community and regional labor market.

29

Youth Unemployment and the Family: Voices of Disordered Times. Patricia Allatt and Susan Yeandle. New York, NY: Routledge. 1992, 190 p.

PRIVATE FUNDING SOURCES

Aetna Foundation Grants
Aetna Life and Casualty Company
151 Farmington Ave.
Hartford, CT 06156
203-273-6382

To help preserve a viable society by supporting programs and organizations that can have a real impact on solving social problems and by providing support that will stimulate other donors. Priority areas for giving are for public education, higher education and developing greater employment opportunities for minorities. Other worthy social programs and services are also supported. Grants to organizations only.

ARCO Foundation Community Programs Grants
ARCO Foundation
515 South Flower St.
Los Angeles, CA 90071
213-486-3511

Employment related philanthropy includes giving to programs that address the underlying causes of educational, social, and cultural disparity in American life. Supports educational and job development programs especially for low income groups. Grants to non-sectarian organizations only.

Equitable Foundation Grants
Equitable Foundation
787 7th Ave.
New York, NY 10019
212-554-1234

Giving is primarily directed at minority education, community enhancement, higher education and for the disadvantaged. No support for individuals or political or religious organizations.

The J.M. Foundation
60 East 42nd St., Suite 1651
New York, NY 10165
212-687-7735

A grant making organization with priorities in the area of rehabilitation of people with disabilities. Strong interest in education for career enhancement. Makes grants only to groups and organizations, not to individuals.

INROADS, Inc.
P.O. Box 3111
Nashville, TN 37219
615-255-7397

Funds services and training programs for minority youth to prepare them for positions of leadership in corporate America. Conduct internship programs for both college enrolled students. Has offices in Charleston, South Carolina, Chicago, Illinois, Milwaukee, Wisconsin, Minneapolis, Minnesota, Pittsburgh, Pennsylvania, and Saint Louis, Missouri.

Levi Strauss Special Emphasis Grants
Levi Strauss Foundation
P.O. Box 7215
1155 Battery St.
San Francisco, CA 94120
415-544-7103

Giving is directed at programs for the disadvantaged, racial minorities and community development. Emphasizes the development of job opportunities, economic development and increasing opportunities for the disadvantaged. No grants to individuals or to religious organizations.

Mary Reynolds Babcock Foundation
102 Reynolds Village
Winston-Salem, NC 27106-5123
919-748-9222

Giving program emphasizes social programs for developing the well-being of young people, enhancing education and job opportunities, and on rural issues. No grants to individuals or for publicly supported institutions.

Polaroid Foundation Grants Program
Polaroid Foundation
750 Main St.
Cambridge, MA 02139
617-577-4035

Supports community social service programs for youth and minorities. Aid given to programs which enhance community economic vitality and job development. No grants to individuals or for endowment funds.

Seafirst Corporation Foundation
P.O. Box 3586
Seattle, WA 98124
206-442-3441

Giving primarily directed at community development and especially for youth training and employment related programs. Supports educational and job development programs. Giving is limited to Washington state. No grants to individuals.

Textron Charitable Trust Grants
Textron Charitable Trust
P.O. Box 878
Providence, RI 02901
401-421-2800

Giving is directed at community funds for social and economic programs. Supports youth and educational organizations. No grants to individuals or to endowment funds.

Xerox Corporation Educational and Career
Opportunities for Young People Program
Xerox Corporation
P.O. Box 1600
Stamford, CT 06904
203-329-8700

Giving is directed at support for higher education and career enhancement. Additional emphasis is placed on community, cultural and civic groups. No grants to individuals or endowment funds.

FEDERAL FUNDING PROGRAMS

This section provides a list of youth assistance programs available through the federal government. For more information on these or other federal assistance programs, consult the *Catalog of Federal Domestic Assistance,* or call RIC at 1-800-633-7701.

17.207 Employment Service, Employment and Training Research and Development
Department of Labor
Washington, DC 20210
Telephone: 202-219-5257.

Provides formula grants, specialized services, and consulting. Maintains a nationwide network of public employment offices to serve persons seeking employment and employers seeking workers. Eligibility includes the States, District of Columbia, and the territories.

17.248 Employment and Training Research and Development Projects
Employment and Training Administration
Department of Labor
Washington, DC 20210
Telephone: 202-219-5677.

Supports employment and training studies for developing policy and programs for achieving the fullest utilization of the nation's human resources. Develops new approaches to facilitate employment of the difficult to employ and conducts research and development addressing the employment implications of long-term social and economic trends. Eligibility includes state colleges and universities, public, private, junior and community colleges, state and local government organizations including U.S. territories, and other organizations and individuals capable of fulfilling the objectives of the programs.

17.249 Employment Services and Job Training Pilot and Demonstration Programs, Employment and Training Administration
Department of Labor
Washington, DC 20210
Telephone: 202-219-5677.

Provides, fosters, and promotes job training and other services which are most appropriately administered at the nation level. Programs operate in more than one state and serve groups with particular disadvantages in the labor market. Promotes and fosters new or improved linkages between the network of Federal, State, and local employment, training, and human resource agencies and components of the private sector. Funds may be used to provide job training, related services, and job opportunities for members of groups with particular disadvantages in the general labor market or in certain market areas. These groups may include displaced homemakers, offenders, persons with limited English speaking ability, handicapped persons, youth single parents, women, minorities, displaced workers, and persons lacking educational credentials. Federal, State, and local agencies, as well as private institutions are eligible.

17.250 Job Training Partnership Act, Employment and Training Administration
Department of Labor
Washington, DC 20210
Telephone: 202-219-5580.

Establishes programs to prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency. Governors are the recipient of basic program funds and in-turn are responsible for designation of service delivery areas.

17.251 Native American Employment and Training Programs, Employment and Training Administration
Department of Labor
Washington, DC 20210
Telephone: 202-219-5500.

Provides training to Native Americans facing serious barriers to employment, who are in special need of such training to obtain productive employment. Intends to reduce the economic disadvantages among economic and social development of such people. Funds may be used for employment and training programs and services. There are specific restrictions on the amount of grant funds which can be used for administrative costs. Native Americans, including Indian Tribes, Alaskan and Hawaiian Native groups and selected nonprofit groups are eligible.

27.003 Federal Employment for Disadvantaged Youth (Stay-in School Program)
Office of Affirmative Recruiting and Employment
Career Entry Group
Office of Personnel Management
Washington, DC 20415
Telephone: 202-606-0870.

Gives disadvantaged students 16 years of age or older, an opportunity for part-time temporary employment with Federal agencies in order to allow them to continue their education without interruptions caused by financial pressures. Disadvantaged people 16 years of age and older, who are enrolled in an accredited secondary school or institution of higher learning and who maintain acceptable school standing are eligible.

27.004 Federal Employment for Disadvantaged Youth Summer
Office of Affirmative Recruiting and Employment
Career Entry Group
Office of Personnel Management
Washington, DC 20415
Telephone: 202-606-0870.

This program is intended to assist young people, 16 years of age and older to gain productive work experience in the Federal Government and to earn money which they need to return to school. Federal agencies place requests with the appropriate office of a State employment service. That office screens young people for family income status eligibility and refers eligibles directly to Federal employers. No special skills or experience are required. Youths hired as Summer Aids are paid at the Federal minimum wage rate.

27.006 Federal Summer Employment
Staffing Operations Division
Career Entry Group
Office of Personnel Management
Washington, DC 20415
Telephone: 202-606-0950.

Coordinates summer job opportunities for most Federal agencies. The jobs may be clerical, crafts and trades, administrative or subprofessional. Employees are paid at the regular Federal pay rate for he position. Any U.S. citizen may apply. The minimum age requirement is 16 years at time of appointment.

84.174 Vocational Education Community Based Organizations
Office of Assistant Secretary for Vocational Education
Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7323
Telephone: 202-205-9441.

Provides educational assistance to severely economically and educationally disadvantaged youth and individuals with disabilities. Works with the collaboration of public agencies, community based organizations, and businesses to provide specialized vocational education. State Boards of Vocational Education apply for funds by submitting a two year State Plan for Vocational Education and annual amendments if necessary. Private nonprofit organizations, and local education agencies or postsecondary educational institutions jointly submit applications to the State board. The outlying territories are also eligible to apply.

84.228 Educational Partnerships
Office of Assistant Secretary for Educational Research and Improvement
Department of Education
Educational Networks Division, Rm. 502
555 New Jersey Ave., NW
Washington, DC 20208-5644
Telephone: 202-219-2116.

Encourages the creation of alliances between public elementary and secondary schools or institutions of higher education and the private sector in order to enhance linkages between schools and employers. To apply for a grant an applicant must be an eligible partnership as outlined in OMB Circular No. A-87 for State and local governments.

ASSOCIATIONS

American Youth Work Center
1751 N St., NW, Suite 302
Washington, DC 20036
202-785-0764

Acts as advocate for community based youth service programs, including group homes, runaway programs, counseling centers, hot lines, multi-purpose and youth employment programs. Assists local organizations through training, technical assistance, conferences, legislative monitoring and coordinates an international exchange program for youth workers.

Boys Clubs of America
771 1st Ave.
New York, NY 10017
212-351-5900

This is a congressionally chartered national organization, with chapters located predominantly in urban environments and staffed by trained full-time youth-work professionals. Promotes and advocates for the health, social welfare, educational, vocational, and character development of youth.. Programs emphasize health, citizenship, leadership, and youth employment.

Children's Defense Fund
122 C St., NW
Washington, DC 20001
202-628-8787

This is a nonmembership organization which provides advocacy for children and adolescents. Sponsors and engages in research, education, monitoring of federal agencies, legislative lobbying, and assistance to community groups. Concentrates on child welfare, health, adolescent pregnancy prevention, family services, mental health, and child care. Acts as a clearinghouse, sponsors a monograph series and produces a newsletter.

Jobs for America's Graduates
1729 King St., Suite 200
Alexandria, VA 22314
703-684-8400

A nonmembership group which participates in state education programs and establishes local boards to develop youth training programs. Operates a dropout prevention program and targets at-risk and disadvantaged youth"especially those who are non-college bound.

National Council on Employment Policy
1717 K St., NW , Suite 1200
Washington, DC 20006
202-833-2530

This is an association of university professors and human resource practitioners which conducts analysis and research on federal policy. Publishes research studies on youth employment, discrimination in employment, productivity, human resource development and economic policy. Researches ways of bridging the gap between the academic community and government agencies. Works closely with the Center for Social Policy Studies at George Washington University.

National Youth Employment Coalition
1501 Broadway, Rm. 111
New York, NY 10036
212-840-1834

Membership is comprised of representatives from community-based organizations, think tanks, corporate interests, and policy analysis organizations. Acts to promote education, employment, and training opportunities for disadvantaged youth.

WAVE
501 School St., SW, Suite 600
Washington, DC 20024
202-484-0103

Assists 16-21 year old high school dropouts and students at risk of dropping out to locate jobs and start careers. Provides classes to help youth prepare for the high school equivalency diploma, learn basic living skills and money management. Conducts national employment and training seminars.

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DeJong, R. Comparison of two soil-water models under semi-arid growing conditions
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NAL CA: 56.8 C162

Auth: C. Johnson CCL Maxcost: $15.00

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